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ABSTRACT

The Minnesota Gifted Education Master's Program (MGEMP) was designed to provide practicum experience, leadership training for program implementation, and teaching techniques for achieving and underachieving gifted students. To evaluate the second summer of this four-year program, the twenty-five participants were administered two cognitive tests and two attitude tests on the first and last days of the program. The first test measured knowledge of psychological theory, research, teaching strategy, and educational needs. The second posed three hypothetical situations and requested participants to suggest alternative solutions. Post program scores showed significant gains for both tests. A third test measured attitude toward gifted education programs in general and in participants' own schools, as well as personal teaching preferences. Finally, participants described typical gifted children and gifted students with whom they had personal contact using the complete Adjective Check List. Favorable adjectives describing superior intellectual ability and unfavorable descriptors such as argumentative and opinionated dominated teachers' sterotypes of the gifted. A followup on former MGEMP participants indicated the program was successful in increasing their leadership role. Results for this second year evaluation generally reinforce and replicate those of the previous summer. Course and practicum outlines are appended. (CP)

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Minnesota Gifted Education Master's Program:

Evaluation Report, 1978

Minnesota State Department of Education

St. Paul, Minnesota

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Gifted Education Coordinator

Joseph Michel
MGEMP Project Director

Evaluation Report
by
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October 1978

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Introduction

While recognizing the importance of providing programs and services for gifted and talented pupils, the Minnesota State Department of Education also has seen the necessity of training teachers for gifted education. This special training has recently been provided through the Minnesota Gifted Education Master's Program (MGEMP) which has just concluded its second summer session. The following report is an evaluation of that 1978 program, MGEMP-II. [For details of the first MGEMP program, see House (1977).]

Overview of the MGEMP

The MGEMP is a project of the Minnesota State Department of Education offered in cooperation with five Minnesota State Universities: Bemidji, Mankato, Moorhead, St. Cloud and Winona State Universities. Under this cooperative arrangement, MGEMP students earn 15 credits in gifted education during a special ten week summer program. During the subsequent three years they complete requirements for a Master's Degree in Gifted Education by fulfilling the Master's program requirements in the field of their choice (e.g., elementary education or secondary education) at one of the five cooperating schools. That university, in turn, grants the Master's Degree. Students who already have earned the Master's Degree may elect to enroll in the Specialist program at either Mankato or St. Cloud State Universities.

Goals of the MGEMP

The MGEMP was designed to achieve three goals:

1. To teach candidates techniques for educating both achieving and underachieving gifted students -- techniques developed to meet the particular cognitive, affective and psychomotor needs of these students.

2. To give candidates practicum experiences where some of these techniques may be observed and applied through student-teacher interactions.

3. To train leadership personnel who could plan, implement and conduct local, district or regional programs for high potential students.

Activities designed to help students achieve these goals included formal courses, participation in local summer school programs for talented elementary and secondary school pupils, guest speakers, informal discussions and independent student projects. These components are described more fully in a later section of this report.

Administration and Funding

The MGEMP is one part of the Minnesota Component of the Multi-State Proposal

for Gifted and Talented Students funded by Public Law 93:380. (The other part of the Minnesota Component is the Minnesota Talented Youth Mathematics Project.) The program is administered through the Minnesota State Department of Education and is coordinated by Lorraine Hertz, gifted education consultant. The 1978 project director was Joseph Michel, science teacher at Richfield (Minnesota) High School.

The budget for the 1978 summer program, the second year of the MGEMP, was $16,000. This amount included stipends of $450 for each of the 25 participants. The MGEMP-II students, in turn, paid tuition of $205 (15 credits at $13.65 per credit); required texts cost the student approximately $30.

Curriculum

Formal courses in aspects of gifted education were conducted at Hamline University, St. Paul, from June 13 to August 18, 1978. The 15 quarter credits were distributed as follows:

Practicum in Gifted Education	4 credits
Curriculum Development	3 credits
Improvement of Instruction	4 credits
Program Organization and Administration	3 credits
Current Research	1 credit

Seven practicum experiences were available to the MGEMP-II participants, and each participant was assigned to one of the following:

Twin Cities Institute for Talented Youth
Minneapolis Talented Youth Program
White Bear Lake School District Summer Program
Richfield Public Schools Summer Program
Rosemount School District Summer Program
St. Paul Public Schools QUEST Program
Forest Lake Schools Summer Program

MGEMP-II students spent mornings in these programs for six weeks from June 19 to July 28 in order to gain experience working with talented youth. The practicum programs are described more fully in Appendix D.

The four courses comprising the formal instructional dimension of the MGEMP-II summer program were conducted by individuals with specialization in the respective area. Since the courses carry graduate credit, each instructor must qualify as a regular or adjunct faculty member at one of the cooperating universities. Also, each university transfers the MGEMP summer credits to the student's transcript according to its own system of course numbers and designators. For further course descriptions, see Appendix D.

In addition to the regular instructional staff, 12 resource persons made special presentations on aspects of gifted education. These guest speakers are identified in Appendix B.

Participants

One hundred twenty-two persons requested applications for the MGEMP-II. A total of 49 completed applications were received. In order to select the 25

participants, applications were screened by the Minnesota State Advisory Committee for the Gifted, a committee of educators and lay persons appointed by the State Board of Education to consult regularly with the Gifted Education Coordinator. This Advisory Committee recommended a pool or participants to each of the five universities and each university made its own final selection of participants. The 25 MGEMP-II positions were distributed among the five schools in proportion to the number of students applying for the degree program at that university.

The MGEMP-II participants came from throughout Minnesota. They included twelve elementary teachers; five secondary teachers; two teacher-directors of programs for the gifted; three teachers in special education programs for low ability pupils; and three persons otherwise employed. Eight of these reported their past experiences with gifted pupils had been limited to those they encountered in the regular classroom Eight others had taught homogeneously grouped classes for high potential pupils in at least one subject. Two had worked with the gifted in summer programs; three had contact through extra-curricular activities or independent study situations. Two had worked in or directed programs for the gifted; two others had no particular experience with gifted pupils.

Most of the participants (N = 17) entered the MGEMP-II with the expectation that MGEMP would help them design and implement programs for the gifted in their own schools or districts. The two expectations expressed with the next highest frequency were for exposure to specific curricular alternatives and/or instructional techniques (N = 11), and for assistance in effectively identifying gifted pupils (N = 9).

Cognitive Outcomes of MGEMP-II

Assessment of the effectiveness of the MGEMP-II included two measures of cognitive growth. The first of these was a test designed by the Minnesota Gifted Education Coordinator to measure knowledge of psychological theories, recent research, successful programs, teaching strategies, materials and resources, and the characteristics and needs of gifted children. The second presented the participants with three hypothetical situations and requested them to suggest alternatives which might be employed to meet each student's needs. This ability to identify resources and alternatives was taken to be one indicator of the person's potential leadership in gifted education.

The test of knowledge about gifted education was administered on the first and last days of the program. The results of those two testings are shown in Figure 1. A total score of 186 was possible on the test. Figure 2 summarizes the pre-test and post-test performances of the students. A comparison of the two sets of test scores using the t-test for two related samples and a one-tail test of significance showed the gain to be significant at the .0005 level. Thus the students did significantly increase their knowledge during the program.

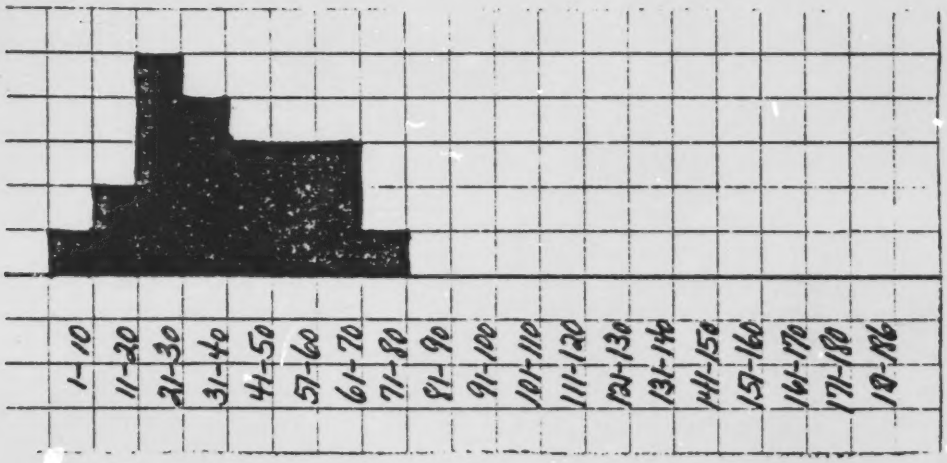
The second cognitive measure posed three problems as follows:

Situation A: A gifted child with special intellectual needs. (A kindergartener comes to school able to read at the fourth grade level.)

Figure 1

Student Performance on Cognitive Tests

Pre-MGEMP-II



Post-MGEMP-II

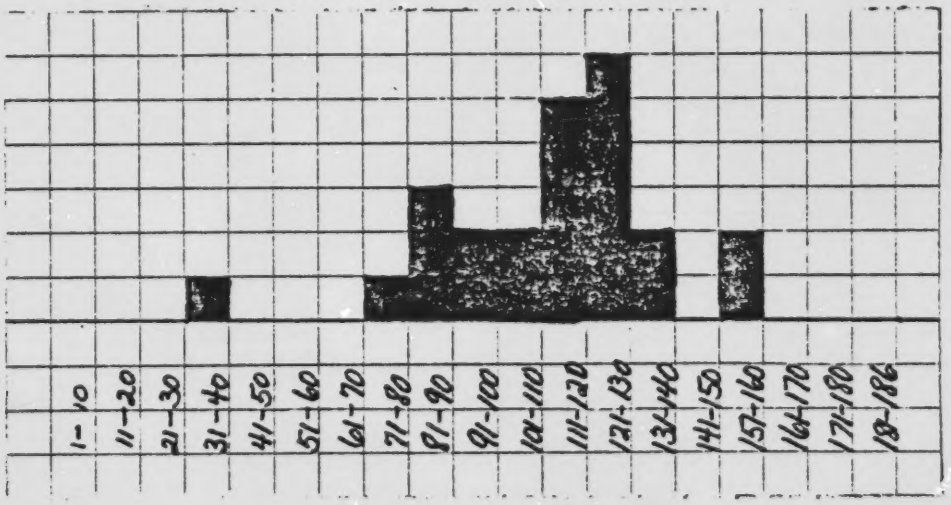


Figure 2

Cognitive Growth of MGEMP Students

Pre-test Mean	40.9
Standard Deviation	18.5
Post-test Mean	113.7
Standard Deviation	25.6
Mean Gain	72.8
N	22
t	4.35
Degrees of freedom	21
Significance (One tail test)	$p < .0005$

Situation B: A gifted child with social difficulties. (A very gifted eighth grader withdraws from his classmates and appears to have no friends.)

Situation C: A gifted child with study habit problems. (A gifted high school senior is skipping many classes.)

Student responses were evaluated by the Gifted Education Coordinator. An individual's score on each situation was the number of alternatives identified. Student responses on the first and last days of the program are represented in Figure 3. Class means for the three situations are reported in Figure 4. The results indicate that the students increased their ability to identify alternatives which might be employed to meet the special needs of gifted students. This is considered to be a necessary competency for leaders in gifted education.

In general, the two measures described above indicate that the MGEMP-II achieved its goal of increasing the student's knowledge of gifted education.

Participant Perceptions and Attitudes

The MGEMP program directors were concerned about the attitudes of the participants toward gifted education and toward gifted children since these attitudes will likely influence the nature and extent of the educators' leadership in the future. In surveying these affective dimensions, the intent was to collect and report information which might describe the attitudes expressed by such a group concerned about gifted education. It is viewed as formative data which will be useful in designing future educational experiences for these or other persons.

Attitudes toward gifted education

The MGEMP-II students responded to 20 statements about gifted education by indicating their agreement on a four point scale (strongly agree, agree, disagree, strongly disagree). The 20 statements sampled their attitudes toward various alternatives for structuring gifted education (items 1-10); their expectations about the outcomes of some alternatives (items 11-13); their assessment of the provisions for the gifted in their respective schools (items 14-15); and their personal preferences for working with gifted students (items 16-20).

Figure 5 reports the students' attitudes on these twenty items on the first and last days of the MGEMP-II. At the outset, their attitudes tended toward agreement with the statements with five exceptions: they expressed mixed opinions on grade skipping and on mainstreaming and they expressed disagreement with the adequacy and appropriateness of gifted education in their own schools. They also reflected uncertainty at the suggestion that gifted students in special programs may miss some of the basics of education, an uncertainty that evolved into disagreement over the course of the program.

On the other hand, they were strongly in favor of gifted education programs and tended to support the most common alternatives: grouping, enrichment, special

Figure 3

Student Identification of Alternatives

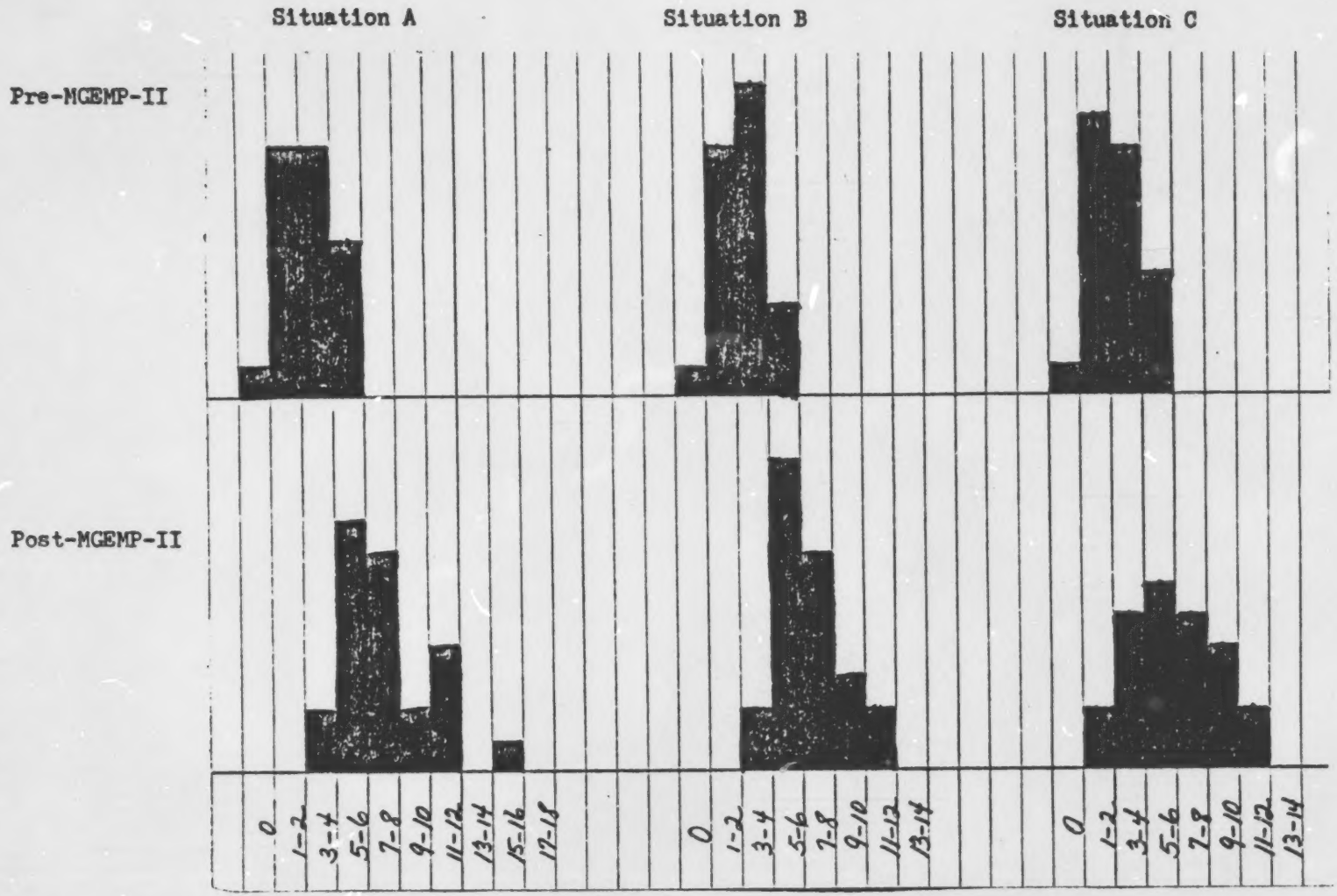


Figure 4

MGEMP Class Means: Identification of Alternatives

	Situations (Number of Alternatives Identified)		
	A	B	C
Pre-program Mean	3.0	2.8	2.9
Standard deviation	1.7	1.4	1.6
Range	0-6	0-6	0-6
Post-program Mean	7.7	7.2	6.3
Standard deviation	2.7	2.3	2.8
Range	3-16	3-12	1-12
Mean gain	4.7	4.4	3.4

Figure 5

Participant Attitudes Toward Gifted Education

Statement	Percentage Agreement							
	Pre-program				Post-program			
	SD	D	A	SA	SD	D	A	SA
. Gifted students should be given special attention in education.	4		8	88			4	96
. Gifted students should be grouped in special classes with others of similar ability.		30	34	36		8	32	60
. Gifted students should be encouraged to accelerate and to skip grades or courses.	8	44	42	6		16	72	12
. Gifted students should be given enrichment activities outside the regular class.			36	64			44	56
. Gifted students should be kept in the mainstream class.	8	14	58	20	8	46	38	8
. Gifted students should have a specially designed curriculum.		4	58	38			32	68
. Gifted students should be encouraged to pursue academic activities related to their particular interests or abilities.			48	52			32	68
. Gifted students should be encouraged to do independent								

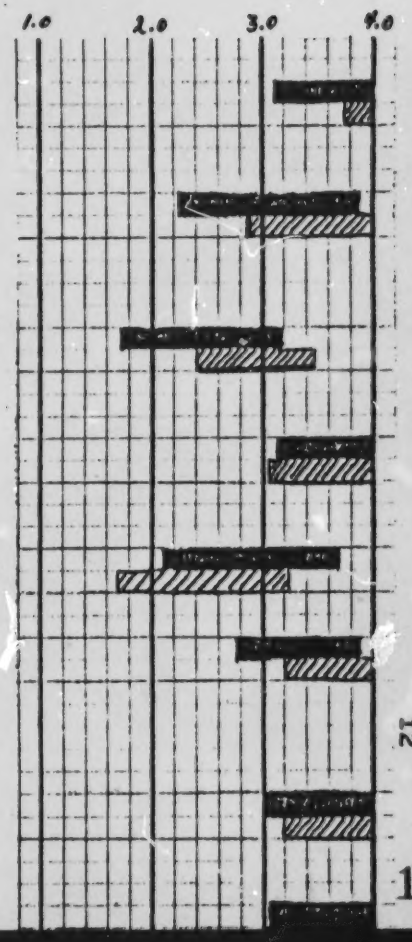


Figure 5 (cont.)

	Pre-program				Post-program			
	SD	D	A	SA	SD	D	A	SA
9. Gifted students should be encouraged to learn in their own way.		4	54	42			52	48
10. We need more programs for gifted students.			4	96				100
11. If gifted students are placed in a special class or program they are likely to miss some of the important basics of education.	13	56	31		28	72		
12. When gifted students are placed in special educational programs, the quality of their academic work improves.		14	72	14			40	60
13. When gifted students are placed in special educational programs, their attitudes toward learning improves.		5	60	35			48	52
14. In my school, the provisions for gifted students are appropriate.	50	33	15	2	48	39	9	4
15. In my school, the provisions for gifted students are adequate.	44	45	11		52	31	17	
16. I would prefer to have gifted students work with peers of similar ability.		10	61	29		8	58	34
17. I would prefer to have gifted students work with peers of similar interests.		23	60	17	4		64	32

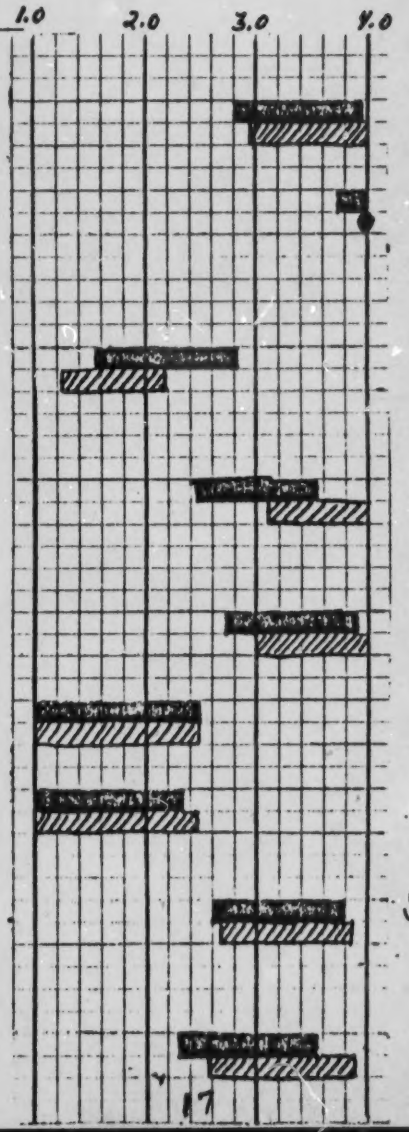
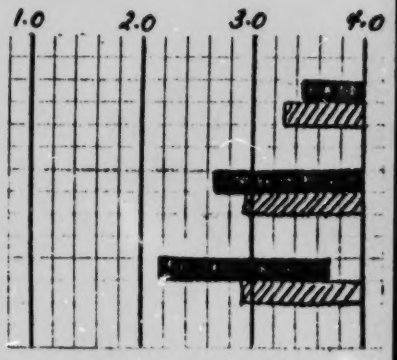


Figure 5 (cont.)

	Pre-program				Post-program			
	SD	D	A	SA	SD	D	A	SA
18. As a teacher, I enjoy working with gifted students.			17	83		4	14	82
19. As a teacher, I prefer to work with gifted students.		12	40	48		4	40	56
20. As a teacher, I feel competent to work with gifted students.	4	19	56	21		4	48	48



SD = Strongly disagree

D = Disagree

A = Agree

SA = Strongly agree

Bands represent class means plus and minus one standard deviation

Pre-program response

Post-program response

curricula, independent study. In addition, their attitudes toward acceleration and/or grade skipping, while originally mixed, tended to become supportive by the end of MGEMP-II. They also expressed personal preference and enjoyment for teaching gifted children, and they showed an increase in self-confidence in their own competence for working with the gifted.

A comparison of the participants' responses at the beginning and end of the MGEMP-II also indicated a tendency to express a stronger degree of agreement after the program. This may suggest that the students had clarified some of their own ideas during the program and were more inclined to express opinions about them. Only in the question of mainstreaming did they show a greater tendency toward mixed reaction. In their evaluations of the adequacy of the programs in their own districts, they tended to recognize them as appropriate to some degree although they continued to rate them as inadequate.

When asked to rank their choices for the class they would prefer to teach, all chose "a class of exceptionally bright students" as either their first or second preference. These responses were given at the beginning of the MGEMP-II. The rankings at the end of the program were similar: "exceptionally bright" was the first or second choice of 100 percent of the students.

For the MGEMP-II group as a whole, the teaching preferences both before and after the summer programs were as follows:

1. A class of exceptionally bright students
2. A class of students with a wide range of ability
3. A class of average students
4. A class of below average students
5. A class of students with severe learning difficulties

Two other questions reflected the attitudes of the MGEMP-II students toward gifted education. These asked them to recommend priorities for expanding programs in the event of budgetary increases as well as priorities for cutting programs in the face of budget cuts. Their responses to these questions are shown in Figure 6. The high priority which they assign to gifted education is consistent across all of the ratings.

Attitudes toward gifted children

From the beginning, the MGEMP has been concerned with the attitudes and stereotypes of gifted children which are held by teachers of the gifted. This concern rests on the assumption that negative or inaccurate perceptions can impede both the identification of gifted pupils and the implementation of provisions to meet their needs. Since the MGEMP participants were a select group of educators with special interests in gifted education, an assessment of their attitudes toward gifted children could add to the knowledge in this area.

Participants in the 1977 MGEMP program responded to a modified version of the Adjective Check List (ACL) (Gough, 1960). The ACL presents 300 adjectives and asks respondents to check those which apply to the person or persons being rated. Of these 300 adjectives, 75 have been analyzed as "favorable", 75 as "unfavorable", and 150 as "neutral". The modified adjective check list (MACL) used in the 1977 MGEMP presented only the 150 favorable and unfavorable adjectives. Several trends appeared in the respondent's descriptions of the "typical gifted child" and of individual gifted pupils with whom they had worked. These trends are reported in House (1977).

Figure 6

Priorities of MGEMP Participants

Programs and Services	Rank Order	
	Pre-MGEMP	Post-MGEMP
1. Suppose your school budget was suddenly increased. Where would you recommend the expansion be made?		
Programs for gifted	1	1
Teaching staff	2	2
Library and/or media resources	3	4
Core academic programs	4	3
Vocational and/or career education	5	7
Programs for slow learners	6	8
Pupil personnel services (guidance, health, etc.)	7	5
Extracurriculars (other than athletics)	8	6
Staff and administrative support (secretaries, clerical, aides, etc.)	9	9
Athletic programs	10	10
2. Suppose your school budget was suddenly decreased. Where would you recommend the cuts be made?		
Athletic programs	1	1
Staff and administrative support (secretarial, clerical, aides, etc.)	2	2
Extracurriculars (other than athletics)	3	3
Vocational and/or career education	4	4
Pupil personnel services (guidance, health, etc.)	5	5
Library and/or medial resources	6	7
Core academic programs	7	8
Programs for slow learners	8	6
Teaching staff	9	10
Programs for gifted	10	9

Because the earlier results suggested that teachers of the gifted held certain stereotypes which varied with the age and sex of the student, the MGEMP-II participants also were surveyed to determine if they held similar attitudes. However, the MGEMP-II students were asked to respond to the complete ACL since it was possible that the responses of the original MGEMP students could have been biased by the choices of only favorable and unfavorable adjectives on the MACL.

In all, four administrations of the ACL were conducted, two on the first day and two on the last day of the program. These can be described as follows:

"Typical-Pre" (T-pre): Students were asked to check the adjectives which describe the "typical gifted child."

"Individual-Pre" (I-pre): Students were asked to check the adjectives which describe the "most gifted pupil I have known." The first name, age and sex of the child were written on the paper.

"Typical-Post" (T-post): Students were asked to check the adjectives which describe the "typical gifted child."

"Individual-Post" (I-post): Students were asked to check the adjectives which describe the "most gifted pupil I have known." They again identified the child being rated by first name, age and sex.

Figures 7 through 10 show the favorable adjectives selected by at least 75 percent of the respondents, the neutral adjectives selected by at least 60 percent of the respondents, and the unfavorable adjectives selected by at least 25 percent of the respondents on the four administrations of the ACL. Figure 11 summarizes the most frequent favorable, neutral, and unfavorable adjectives for the four administrations.

In all four responses to the ACL, the MGEMP-II students selected more favorable adjectives than neutral ones, and considerably more favorable and neutral adjectives than unfavorable ones. In each case, more than half of the descriptors checked were favorable adjectives. Also, more total adjectives and more adjectives in each of the three categories were applied to individuals than to the typical gifted child. These totals are summarized in Figure 12.

A comparison of the lists in Figure 11 also indicates certain trends. For the most part, the high frequency favorable adjectives characterize both typical and individual gifted children in terms of their intellectual ability. The neutral adjectives tend to focus on the determination and the individualism of the pupil; while the unfavorable adjectives describe them as opinionated and argumentative. In addition, the I-pre ratings included a number of favorable and neutral adjectives which suggest certain acceptable social behaviors (e.g., enthusiastic, outgoing, sensitive, spontaneous) as well as unfavorable adjectives which imply other social behaviors usually deemed undesirable (e.g., boastful, loud, self-centered). A similar comparison between ratings of typical and individual gifted pupils after MGEMP-II did not repeat this pattern.

Figure 14 compares the ratings of typical and individual gifted pupils before and after MGEMP-II in terms of those frequently selected adjectives which appear

Figure 7

Most Frequent Adjectives: T-Pre Rating

Favorable Adjectives	Percent Selecting	Neutral Adjectives	Percent Selecting	Unfavorable Adjectives	Percent Selecting
Intelligent	96	Individualistic	76	Opinionated	52
Imaginative	92	Self-confident	72	Argumentative	32
Active	76	Sensitive	68	Impatient	28
Capable	76	Determined	64		
Clever	76	Persistent	64		
Curious	76	Ingenious	60		
Enterprising	76	Initiative	60		
Logical	76				
Resourceful	76				

Table reports favorable adjectives selected by at least 75% of respondents;
neutral adjectives selected by at least 60% of respondents;
unfavorable adjectives selected by at least 25% of respondents.

Figure 8

Most Frequent Adjectives: I-Pre Rating

Favorable Adjectives	Percent Selecting	Neutral Adjectives	Percent Selecting	Unfavorable Adjectives	Percent Selecting
Capable	96	Assertive	88	Opinionated	40
Confident	96	Individualistic	84	Argumentative	36
Intelligent	96	Self-confident	80	Impatient	32
Active	88	Outgoing	76	Boastful	28
Clear thinking	88	Sensitive	68	Loud	28
Alert	84	Determined	64	Self-centered	28
Healthy	84	Initiative	64		
Interests wide	84	Persistent	60		
Enthusiastic	80	Quick	60		
Independent	80	Serious	60		
Inventive	80	Spontaneous	60		
Curious	76	Wholesome	60		
Good looking	76				
Good-natured	76				

Table reports favorable adjectives selected by at least 75% of respondents;
neutral adjectives selected by at least 60% of respondents;
unfavorable adjectives selected by at least 25% of respondents.

Figure 9

Most Frequent Adjectives: T-Post Rating

Favorable Adjectives	Percent Selecting	Neutral Adjectives	Percent Selecting	Unfavorable Adjectives	Percent Selecting
Intelligent	96	Self-confident	85	Argumentative	46
Capable	92	Individualistic	81	Opinionated	31
Independent	92	Initiative	73		
Clear thinking	88	Assertive	65		
Adaptable	85	Sharp witted	65		
Interests wide	85	Persistent	62		
Healthy	81				
Resourceful	81				
Adventurous	77				
Alert	77				
Imaginative	77				
Original	77				

Table reports favorable adjectives selected by at least 75% of respondents;
neutral adjectives selected by at least 60% of respondents;
unfavorable adjectives selected by at least 25% of respondents.

Figure 10

Most Frequent Adjectives: I-Post Rating

Favorable Adjectives	Percent Selecting	Neutral Adjectives	Percent Selecting	Unfavorable Adjectives	Percent Selecting
Capable	92	Self-confident	81	Argumentative	46
Intelligent	92	Assertive	69	Opinionated	46
Interests wide	88	Individualistic	65		
Adaptable	85	Outgoing	62		
Clear thinking	85				
Healthy	85				
Active	81				
Ambitious	81				
Alert	77				
Clever	77				
Confident	77				
Dependable	77				
Enthusiastic	77				
Friendly	77				

Table reports favorable adjectives selected by at least 75% of respondents;
neutral adjectives selected by at least 60% of respondents;
unfavorable adjectives selected by at least 25% of respondents.

Figure 11

Summary of Most Frequent Adjectives

	Typical Gifted Student			Individual Gifted Student		
	Favorable	Neutral	Unfavorable	Favorable	Neutral	Unfavorable
Pre-MGEMP-II	Active Capable Clever Curious Enterprising Imaginative Intelligent Logical Resourceful	Determined Individualistic Ingenious Initiative Persistent Self-confident Sensitive	Argumentative Impatient Opinionated	Active Alert Capable Clear thinking Confident Curious Enthusiastic Good looking Good-natured Healthy Independent Intelligent Interests wide Inventive	Assertive Determined Individualistic Initiative Outgoing Persistent Quick Self-confident Sensitive Serious Spontaneous Wholesome	Argumentative Boastful Impatient Loud Opinionated Self-centered
Post-MGEMP-II	Adaptable Adventurous Alert Capable Clear thinking Healthy Imaginative Independent Intelligent Interests wide Original Resourceful	Assertive Individualistic Initiative Persistent Self-confident Sharp witted	Argumentative Opinionated	Active Adaptable Alert Ambitious Capable Clear thinking Clever Confident Dependable Enthusiastic Friendly Healthy Intelligent Interests wide	Assertive Individualistic Outgoing Self-confident	Argumentative Opinionated

Figure 12

Mean Numbers of Adjectives Selected from the ACL

	Typical Gifted Student		Individual Gifted Student	
Pre-program rating				
Mean number of				
Total adjectives	69.0		86.8	
Favorable adjectives	36.6	(53%)	45.7	(53%)
Unfavorable adjectives	4.1	(6%)	6.0	(7%)
Neutral adjectives	28.3	(41%)	35.1	(40%)
Post-program ratings				
Mean number of				
Total adjectives	65.9		76.5	
Favorable adjectives	39.1	(59%)	44.1	(58%)
Unfavorable adjectives	1.9	(3%)	4.0	(5%)
Neutral adjectives	24.9	(38%)	28.4	(37%)

Figure 13

Mean Numbers of Adjectives Chosen by Age and Sex

Individuals Being Rated	Mean Number of Favorable Adjectives		Mean Number of Unfavorable Adjectives		Mean Number of Total Adjectives	
	Pre-program	Post-program	Pre-program	Post-program	Pre-Program	Post-program
Female (N=11,11)*	45.2	45.3	3.9	3.6	79.0	77.9
Male (N=12,13)*	45.7	43.8	7.6	4.8	92.0	78.8
Under Age 12 (N=15,14)*	45.6	47.2	8.0	6.5	91.9	88.3
Age 12 or older (N=8,10)*	45.1	40.7	1.8	1.1	74.3	64.6

* First N is pre-program; second N is post-program.

Figure 14

Frequently Selected Adjectives Applied in Common to Typical and Individual Gifted

	Adjectives Common to			
	T-Pre, T-Post	I-Pre, I-Post	T-Pre, I-Pre	T-Post, I-Post
Favorable	Capable* Imaginative Intelligent* Resourceful	Active Alert Capable* Clear thinking Confident Enthusiastic Healthy Intelligent* Interests wide	Active Capable* Curious Intelligent*	Adaptable Alert Capable* Clear thinking Healthy Intelligent* Interests wide
Neutral	Individualistic* Initiative Persistent Self-confident*	Assertive Individualistic* Outgoing Self-confident*	Determined Individualistic* Initiative Persistent Self-confident* Sensitive	Assertive Individualistic* Self-confident*
Unfavorable	Argumentative* Opinionated*	Argumentative* Opinionated*	Argumentative* Impatient Opinionated*	Argumentative* Opinionated*

*Common to all four lists

in common on the various lists. Six adjectives were common to all four lists: two favorable (capable, intelligent), two neutral (individualistic, self-confident) and two unfavorable (argumentative, opinionated). Figure 15 contrasts the four lists by identifying adjectives which showed differences in excess of 25 percent in the frequency with which they were applied. Most striking is the comparison between typical and individual gifted before MGEMP-II. There the individual was described as higher on 14 adjectives, most referring to social behaviors (e.g., charming, cheerful, friendly, good-natured, sociable, outgoing). These differences were in the same direction but they were much reduced after the MGEMP-II. The pre/post comparison of both typical and individual gifted showed few differences.

Since the individual reactions were directed to specific pupils a comparison is possible of the numbers of adjectives checked according to the age and sex of the individual being rated. Figure 13 reports those data. Figures 16 and 17 show the high frequency favorable (>75%), neutral (>60%) and unfavorable (>25%) adjectives by age and sex of the subject being rated. It is immediately obvious that before the MGEMP-II, the numbers of frequently selected adjectives in all three categories which were checked as descriptors of gifted boys were considerably more than the number applied to girls. The I-post ratings showed fewer differences, but there were two major areas in which the responses showed marked changes: the descriptions of girls under age 12 included notably more favorable and unfavorable adjectives after MGEMP-II, while the lists characterizing boys age 12 and older were very much shorter in all three categories.

The numbers of individual pupils identified by the MGEMP-II respondents were as follows:

	Girls		Boys	
	Under Age 12	Age 12 or older	Under Age 12	Age 12 or older
I-pre	9	2	6	6
I-post	8	3	6	7

Because of the small numbers of girls age 12 or older, it may be more helpful to consider the response patterns by age or sex only. These are reported in Figures 18 and 19. Figure 18 shows that for each category in the I-pre response, the high frequency adjectives applied to boys were in ratios of approximately two to one compared to the adjectives attributed to girls. However, Figure 13 indicates that the mean numbers of adjectives applied to boys and girls are more nearly equal than the lists in Figure 18. Thus it appears there was greater consensus in the raters' perceptions of the boys. After the MGEMP-II, these sex differences were greatly reduced. The outstanding trend suggested in Figure 19 was the assignment of many more unfavorable adjectives to younger pupils.

The characterizations which emerge from the consideration of girls and boys or of younger and older pupils show many similarities with the trends discussed earlier: Favorable adjectives tend to describe the pupils' superior intellectual abilities; neutral adjectives focus on individualism, determination and assertiveness; and unfavorable adjectives stress the argumentative and opinionated behaviors. In addition, boys (especially in I-pre) were more likely to be characterized as enterprising (curious, adventurous, etc.) while girls were more often remembered for certain social traits (e.g., cheerful, friendly, appreciative). Boys also were frequently described in terms suggestive of egotism and/or

Figure 15

Adjectives Showing the Greatest Differences
When Applied to Typical and Individual Gifted

	Adjectives and Percent of Time Applied to			
	T-Pre, T-Post	I-Pre, I-Post	T-Pre, I-Pre	T-Post, I-Post
Favorable	Attractive (36,65) Friendly (32,62) Independent (64,92)		Attractive (36,68) Charming (16,48) Cheerful (36,68) Friendly (32,64) Good looking (24,76) Good-natured (36,76) Humorous (36,64) Patient (8,36) Sociable (44,72)	Cheerful (38,69) Generous (19,50) Gentle (8,42) Natural (38,73)
Neutral	Dominant (16,46)	Forgetful (36,8)	Assertive (52,88) Contented (4,36) Easy-going (12,40) Forgetful (8,36) Outgoing (36,76)	Emotional (19,50) Mannerly (23,50) Sharp-witted (65,38)
Unfavorable				

Only adjectives showing differences in excess of 25 percent are reported.

Figure 16

Most Frequent Descriptions of Individuals: I-pre Rating

	Female Subjects			Male Subjects					
	Favorable	Neutral	Unfavorable	Favorable		Neutral		Unfavorable	
Under Age 12	Capable (100) Healthy (100) Active (88) Confident (88) Enthusiastic (89) Independent (89) Intelligent (89) Sociable (89) Alert (78) Clear thinking (78) Curious (78) Efficient (78) Foresighted (78) Interests wide (78) Inventive (78) Optimistic (78) Original (78)	Assertive (100) Individualistic (100) Outgoing (78) Wholesome (78) Precise (67) Quick (67) Self-confident (67)	Bossy (44) Argumentative (33) Opinionated (33)	Capable (100) Confident (100) Good looking (100) Healthy (100) Independent (100) Intelligent (100) Active (88) Adventurous (88) Alert (88) Attractive (88) Clear thinking (88) Considerate (88) Curious (88) Enthusiastic (88) Frank (88) Friendly (88) Good-natured (88)	Helpful (88) Imaginative (88) Interests wide (88) Inventive (88) Logical (88) Pleasant (88) Sincere (88) Sociable (88) Thoughtful (88)	Assertive (83) Determined (83) Easy-going (83) Forgetful (83) Handsome (83) Individualistic (83) Initiative (83) Reflective (83) Self-confident (83) Sensitive (83) Serious (83) Talkative (83) Complicated (67) Defensive (67) Headstrong (67) Masculine (67)	Mischievous (67) Noisy (67) Outgoing (67) Preoccupied (67) Sharp witted (67) Stubborn (67)	Impatient (63) Disorderly (50) Self-centered (Argumentative (Boastful (38) Egotistical (38) Loud (38) Moody (38) Opinionated (38) Resentful (38) Touchy (38) Bossy (25) Careless (25) Distrustful (25) Greedy (25) Impossible (25) Irritable (25) Quarrelsome (25) Show Off (25) Sulky (25)
Age 12 and older	Only two females age 12 or older were rated. Thirty-two favorable and six neutral adjectives were applied to both. Two unfavorable adjectives were each applied once.			Adaptable (100) Alert (100) Clear thinking (100) Confident (100) Intelligent (100) Inventive (100) Active (83) Adventurous (83) Capable (83) Clever (83) Curious (83) Enterprising (83) Foresighted (83) Frank (83) Humorous (83) Imaginative (83)	Interests wide (83) Mature (83) Natural (83) Rational (83) Reliable (83) Self-controlled (83)	Persistent (100) Self-confident (100) Assertive (83) Outgoing (83) Sensitive (83) Spontaneous (83) Aggressive (67) Determined (67) Easy Going (67) Individualistic (67) Ingenious (67) Initiative (67) Sharp-witted (67) Witty (67)		Argumentative (Opinionated (33)

32

33

Numbers in parentheses are percents of respondents checking the given adjective.

Figure 17

Most Frequent Descriptions of Individuals: I-post Ratings

Female Subjects			Male Subjects		
Favorable	Neutral	Unfavorable	Favorable	Neutral	Unfavorable
Ambitious (100)	Modest (88)	Argumentative (50)	Active (100)	Self-confident (100)	Argumentative (8
Cheerful (100)	Sensitive (88)	Bossy (38)	Clear thinking (100)	Talkative (100)	Opinionated (83)
Healthy (100)	Determined (75)	Impatient (38)	Confident (100)	Witty (100)	Boastful (67)
Intelligent (100)	Individualistic (75)	Opinionated (38)	Conscientious (100)	Assertive (83)	Egotistical (67)
Interests wide (100)	Outgoing (75)	Aloof (25)	Curious (100)	Emotional (83)	Disorderly (50)
Active (88)	Persistent (75)	Arrogant (25)	Good looking (100)	Handsome (83)	Loud (50)
Alert (88)	Self-confident (75)	Egotistical (25)	Healthy (100)	Outspoken (83)	Touchy (50)
Artistic (88)	Assertive (63)	Loud (25)	Independent (100)	Quick (83)	Arrogant (33)
Attractive (88)	Initiative (63)	Self-centered (25)	Intelligent (100)	Wholesome (83)	Impatient (33)
Capable (88)	Precise (63)		Interests wide (100)	Complicated (67)	Moody (33)
Clear thinking (88)	Quick (63)		Sincere (100)	Defensive (67)	Self-centered (3
Curious (88)			Adaptable (83)	Determined (67)	Show-off (33)
Enthusiastic (88)			Affectionate (83)	Excitable (67)	Tactless (33)
Friendly (88)			Alert (83)	Individualistic (67)	
Good looking (88)			Capable (83)	Ingenious (67)	
Imaginative (88)			Cheerful (83)	Outgoing (67)	
Pleasant (88)			Clever (83)	Persevering (67)	
Adaptive (75)			Considerate (83)	Practical (67)	
Adventurous (75)			Cooperative (83)	Reflective (67)	
Appreciative (75)			Energetic (83)	Sensitive (67)	
Charming (75)			Enterprising (83)	Sharp witted (67)	
Dependable (75)			Enthusiastic (83)	Spontaneous (67)	
Enterprising (75)			Good-natured (83)		
Helpful (75)			Insightful (83)		
Honest (75)			Logical (83)		
Independent (75)			Realistic (83)		
Inventive (75)			Resourceful (83)		
Logical (75)			Sociable (83)		
Natural (75)			Versatile (83)		
Reasonable (75)					
Resourceful (75)					

Favorable	Neutral	Unfavorable	Favorable	Neutral	Unfavorable
Adaptable (100)	Individualistic (100)	Only two unfavorable adjectives were checked. Each was checked once.	Capable (100)	Mannerly (71)	Opinionated (43)
Appreciative (100)	Practical (100)		Natural (100)	Practical (71)	Argumentative (29)
Artistic (100)	Assertive (67)		Active (86)	Self-confident (71)	
Capable (100)	Civilized (67)		Adaptable (86)		[Only four others were checked. Each was checked once.]
Cheerful (100)	Determined (67)		Clear thinking (86)		
Considerate (100)	Dignified (67)		Clever (86)		
Friendly (100)	Mannerly (67)		Confident (86)		
Generous (100)	Quiet (67)		Conscientious (86)		
Imaginative (100)	Reflective (67)		Dependable (86)		
Kind (100)	Self-confident (67)		Intelligent (86)		
Realistic (100)	Sensitive (67)		Reasonable (86)		
Thoughtful (100)	Serious (67)				
Understanding (100)	Spontaneous (67)				
Warm (100)	Thorough (67)				
	Trusting (67)				
	Wholesome (67)				

Numbers in parentheses are percents of respondents checking the given adjective.

Figure 18

Most Frequent Adjectives by Sex of Subject

Female Subjects			Male Subjects		
Favorable	Neutral	Unfavorable	Favorable	Neutral	Unfavorable
Capable (100) Healthy (100) Active (91) Confident (91) Intelligent (91) Original (91) Clear thinking (82) Enthusiastic (82) Independent (82) Interests wide (82) Sociable (82)	Assertive (91) Individualistic (91) Wholesome (82) Outgoing (73) Quick (64) Self-confident (64) Thorough (64)	Bossy (36) Opinionated (36) Argumentative (27)	Confident (100) Intelligent (100) Alert (92) Capable (92) Clear thinking (92) Inventive (92) Active (83) Adventurous (83) Curious (83) Frank (83) Good looking (83) Imaginative (83) Interests wide (83) Adaptable (75) Attractive (75) Clever (75) Enterprising (75) Enthusiastic (75) Good-natured (75) Healthy (75) Humorous (75) Independent (75)	Self-confident (92) Assertive (83) Sensitive (83) Determined (75) Easy going (75) Individualistic (75) Initiative (75) Outgoing (75) Persistent (75) Reflective (67) Serious (67) Sharp witted (67)	Argumentative (42) Impatient (42) Opinionated (42) Boastful (33) Disorderly (33) Loud (33) Moody (33) Self-centered (33) Egotistical (25) Quarrelsome (25) Resentful (25) Touchy (25)
Cheerful (100) Ambitious (91) Artistic (91) Capable (91) Friendly (91) Healthy (91) Imaginative (91) Intelligent (91) Interests wide (91) Adaptable (82) Alert (82) Appreciative (82) Clear thinking (82) Enthusiastic (82)	Individualistic (82) Sensitive (82) Determined (73) Self-confident (73) Assertive (64) Modest (64)	Argumentative (36) Opinionated (36) Bossy (27) Impatient (27)	Active (92) Capable (92) Clear thinking (92) Confident (92) Conscientious (92) Intelligent (92) Adaptable (85) Clever (85) Interests wide (85) Alert (77) Cooperative (77) Dependable (77) Enterprising (77) Healthy (77) Natural (77) Reasonable (77) Resourceful (77)	Self-confident (85) Talkative (77) Assertive (69) Practical (69) Individualistic (62) Mannerly (62) Outgoing (62)	Opinionated (62) Argumentative (54) Boastful (38) Egotistical (31) Disorderly (23) Loud (23) Touchy (23)

Numbers in parentheses are percents of respondents checking the given adjective.

Figure 19

Most Frequent Adjectives by Age of Subject

Subjects Under 12 Years			Subjects 12 Years or Older		
Favorable	Neutral	Unfavorable	Favorable	Neutral	Unfavorable
Capable (100) Healthy (100) Confident (93) Independent (93) Intelligent (93) Active (87) Enthusiastic (87) Sociable (87) Alert (80) Clear thinking (80) Curious (80) Good looking (80) Interests wide (80) Inventive (80) Original (80)	Assertive (93) Individualistic (93) Outgoing (73) Self-confident (73) Determined (67) Sensitive (67) Serious (67) Talkative (67) Initiative (60) Quick (60) Wholesome (60)	Impatient (47) Argumentative (40) Bossy (40) Opinionated (40) Self-centered (40) Boastful (33) Disorderly (33) Loud (33) Touchy (33) Careless (27) Egotistical (27) Moody (27) Resentful (27) Show-off (27)	Adaptable (100) Clear thinking (100) Confident (100) Intelligent (100) Active (88) Alert (88) Capable (88) Interests wide (88) Mature (88) Natural (88) Rational (88) Ambitious (75) Attractive (75) Conscientious (75) Dependable (75) Enterprising (75) Frank (75) Good-natured (75) Imaginative (75) Inventive (75) Reliable (75) Resourceful (75) Self-controlled (75)	Self-confident (88) Assertive (75) Easy Going (75) Outgoing (75) Persistent (75) Sensitive (75) Spontaneous (75) Sharp witted (63) Thorough (63) Witty (63)	Opinionated (38) Affected (25) Argumentative (25)
Healthy (100) Intelligent (100) Interests wide (100) Active (93) Cheerful (93) Clear thinking (93) Curious (93) Good looking (93) Alert (86) Ambitious (86) Capable (86) Enthusiastic (86) Independent (86) Adaptable (79) Attractive (79) Enterprising (79) Friendly (79) Logical (79) Resourceful (79)	Self-confident (86) Sensitive (79) Assertive (71) Determined (71) Individualistic (71) Outgoing (71) Quick (71) Emotional (64) Outspoken (64) Wholesome (64)	Argumentative (64) Opinionated (57) Egotistical (43) Impatient (36) Loud (36) Arrogant (29) Boastful (29) Bossy (29) Disorderly (29) Self-centered (29)	Capable (100) Adaptable (90) Natural (90) Clear thinking (80) Clever (80) Confident (80) Conscientious (80) Dependable (80) Intelligent (80) Reasonable (80)	Practical (80) Individualistic (70) Mannerly (70) Self-confident (70) Assertive (60)	Opinionated (40)

of certain "exhibitionist" behaviors (boastful, loud, quarrelsome, etc.). Many of the same "social", "egotist", and "exhibitionist" type descriptors also emerged in the characterizations of the younger pupils. These similarities and differences by age and sex are further observed in Figures 20 through 22.

When the ACL responses of the MGEMP-II students are compared to the perceptions of the 1977 MGEMP group responding to the MACL, a number of stable perceptions emerge. These are recorded in Figure 23. They indicate that the favorable adjectives descriptive of superior intellectual ability and the unfavorable descriptors as argumentative and opinionated continue to dominate the teachers' stereotypes of the gifted despite the addition of the 150 neutral adjectives. These results give indications of the perceptions which teachers of the gifted hold of their pupils, and they should help designers of future MGEMP programs to help the students clarify and substantiate their attitudes and stereotypes.

Follow-Up on Past MGEMP Students

One of the primary goals of the MGEMP is to train leadership personnel who will influence gifted education in their respective communities. Such a goal can be assessed only after the MGEMP students leave the summer program. Thus, a follow-up of students in the first MGEMP summer program also was included in the 1978 evaluation. This survey was conducted in June 1978 at the end of one school year following the 1977 MGEMP summer.

Eighteen of the 24 students completing the MGEMP-I responded to the questionnaire. Fifteen of these reported earning additional credits toward their degrees since leaving MGEMP. The number of credits earned during the academic year 1977-78 and/or in progress during the 1978 summer session ranged from one to 27; the average was 9.9 credits. Two of the students had completed all of the requirements for their respective degrees.

Fifteen students also reported some involvement in gifted education during the year following the program. For twelve of them this included teaching at least one class for high potential students and/or coordinating programs for the gifted. Three others volunteered their time during noon hours or after school to tutor gifted pupils. Of the three respondents not involved with gifted education during the school year, one was on a sabbatical and another was on a maternity leave.

In reporting on ways in which they exercised leadership in gifted education as a result of the MGEMP, the most frequent reference was to ways in which these teachers had expanded their own resources, strategies, awareness and self-confidence in working with their own gifted pupils. Other forms of leadership reported by three or more persons included the following listed in order of decreasing frequency:

Planning and leading inservice workshops and making presentations to school staff
Attending conferences on gifted education
Writing curricula for gifted education programs
Holding office, serving on committees or otherwise participating in professional organizations concerned with gifted education

Figure 20

Frequently Selected Adjectives Applied in Common to Age and Sex Groups

	Adjectives Common to			
	Boys and Girls		Younger and Older	
	I-pre	I-post	I-pre	I-post
Favorable	Active Capable* Clear thinking* Confident Enthusiastic Healthy Independent Intelligent* Interests wide	Adaptable Alert Capable* Clear thinking* Healthy Intelligent* Interests wide	Active Alert Capable* Clear thinking* Confident Intelligent* Interests wide Inventive	Adaptable Capable* Clear thinking* Intelligent*
Neutral	Assertive* Individualistic Outgoing Self-confident*	Assertive* Individualistic Self-confident*	Assertive* Outgoing Self-confident* Sensitive	Assertive* Individualistic Self-confident*
Unfavorable	Argumentative* Opinionated*	Argumentative* Opinionated*	Argumentative* Opinionated*	Argumentative* Opinionated*

*Common to all lists

Figure 21

Adjectives Showing the Greatest Differences
When Applied to Girls vs. Boys

	I-pre		I-post	
	More frequently applied to girls	to boys	More frequently applied to girls	to boys
Favorable	Efficient (73,42) Original (91,58) Understanding (64,33)	Adventurous (45,83) Enterprising (45,75) Frank (45,83) Tolerant (18,50)	Appreciative (82,46) Artistic (91,38) Attractive (73,38) Charming (64,31) Cheerful (100,46) Generous (64,31) Imaginative (91,54) Loyal (55,8) Mature (64,31) Stable (55,23)	Confident (55,92) Conscientious (55,92) Tolerant (18,62) Versatile (27,69)
Neutral	Discreet (45,8) Modest (45,0) Precise (55,17) Wholesome (82,33)	Complicated (18,50) Defensive (0,33) Determined (45,75) Easy going (36,75) Forgetful (18,50) Handsome (18,58) Idealistic (9,50) Initiative (45,75) Liesurely (0,33) Masculine (0,33) Mischevious (0,58) Noisy (9,42) Persistent (36,75) Reflective (36,67) Unconventional (0,42)	Modest (64,0) Sensitive (82,46)	Defensive (0,31) Handsome (9,46) Talkative (18,77) Witty (18,54)
Unfavorable				Boastful (0,31)

Numbers in parentheses are percents of respondents checking the given adjective for (girls, boys). Only adjectives with differences of at least 30 percent are reported.

Figure 22

Adjectives Showing the Greatest Differences
When Applied to Younger vs. Older Pupils

	I-pre		I-post	
	More Frequently Applied		More Frequently Applied	
	Under Age 12	Age 12 or Older	Under Age 12	Age 12 or Older
Favorable	Affectionate (60,25) Charming (60,25) Courageous (47,13) Healthy (100,63) Independent (93,50) Sociable (87,50)	Adaptable (53,100) Mature (47,88) Natural (47,88) Rational (40,88) Stable (33,63)	Active (93,60) Affectionate (57,20) Attractive (79,20) Charming (64,20) Cheerful (93,40) Curious (93,40) Energetic (71,30) Good looking (93,40) Healthy (100,60) Helpful (71,40) Independent (86,50) Insightful (64,20) Interests wide (100,70) Sociable (71,40)	Calm (29,60)
Neutral	Absentminded (40,0) Anxious (33,0) Demanding (47,0) Forgetful (47,13) Individualistic (93,63) Opportunistic (47,13) Precise (47,13) Preoccupied (47,0) Stubborn (53,0) Talkative (67,25)		Aggressive (50,10) Changeable (36,0) Complicated (50,20) Demanding (43,10) Determined (71,40) Dominant (43,10) Emotional (64,30) Forceful (43,10) Handsome (43,10) Modest (50,0) Outgoing (71,40) Outspoken (64,20) Quick (71,10) Sensitive (79,40) Stubborn (50,10) Witty (50,20)	Moderate (0,40) Practical (43,80)
Unfavorable	Bossy (40,0) Disorderly (33,0) Impatient (47,0) Self-centered (40,0) Touchy (33,0)		Argumentative (64,20) Egotistical (43,0) Impatient (36,0) Loud (36,0)	

Numbers in parentheses are percents of respondents checking the given adjective for (younger, older) pupils. Only adjectives with differences of at least 30 percent are reported.

Figure 23

Adjectives Commonly Applied to Gifted Pupils
by MGEMP-I and MGEMP-II Respondents

	Typical Gifted		Individual Gifted	
	Favorable	Unfavorable	Favorable	Unfavorable
Pre	Active Capable Clever Curious Imaginative Intelligent	Argumentative Impatient Opinionated	Active Alert Capable Clear thinking Confident Curious Good looking Healthy Independent Intelligent Interests wide	Argumentative Boastful Impatient Opinionated
Post	Adaptable Alert Capable Clear thinking Healthy Imaginative Independent Intelligent Interests wide Original	Argumentative Opinionated	Active Alert Capable Clear thinking Confident Dependable Friendly Healthy Intelligent Interests wide	Argumentative Opinionated

Becoming an active advocate of gifted education in the local school or district

Making presentations to parent groups, professional organizations, etc.

From the activities reported by the 1977 MGEMP students, it appears that the program has contributed to an increased leadership role in gifted education on the part of these persons. In addition, unsolicited comments from the respondents were common on the questionnaires. These were uniformly positive and enthusiastic, usually reflecting a personal assessment by the individual that he or she had experienced professional growth resulting from the MGEMP summer opportunity. The aspect of the total program most frequently cited as an area in need of strengthening was a call for more assistance in planning individual programs of study for the two-thirds of the degree program completed at the various universities.

Conclusions and Recommendations

The MGEMP was designed to prepare educators for responsibilities in the education of the gifted by increasing their knowledge of gifted education and of the alternatives appropriate for meeting the needs of gifted pupils and by providing them with additional experience in working with gifted pupils. The data reported in this evaluation indicate that the program succeeded in helping the participants to achieve these goals. These results for the MGEMP-II replicate and generally reinforce the patterns noted in the first summer program.

Directors of the MGEMP should have at their disposal sufficient data to evaluate specific aspects of the program and to make modifications before the 1979 summer session. One such modification could be the elimination of the cognitive pretest since the two years of MGEMP experience have demonstrated that students enter the program with limited knowledge of gifted education and that they significantly increase in that knowledge during the course of study.

Evaluative data also are available to the program directors which give students' responses to individual course instructors and guest speakers. These are confidential evaluations of a personal nature and thus cannot be reported here. However, they indicate that not all instructors and speakers were equally effective, and the Gifted Education Consultant should consider those recommendations in future hiring decisions.

Students in the MGEMP also indicated a desire for the State Department of Education to explore the possibility of including courses and degree programs from the University of Minnesota among the MGEMP options. Also, they expressed interest in courses in gifted education as it relates to various subject area fields, and they desired courses which provided follow-up to the MGEMP summer. Finally, students requested more assistance during the MGEMP in planning their total degree programs and in communicating with their degree-granting institutions. Attention to all of these items would be warranted in the future.

Finally, continued follow-up efforts by the State Department of Education on behalf of all MGEMP students will be important to insure that MGEMP alumni have an on-going impact on the educational programs for gifted pupils in Minnesota.

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Appendix A
MGEMP-II Participating Universities and Representatives

University	Representative
Bemidji State University Education-Art Building Bemidji, Minnesota 56601	Dr. Willard Bornschlegel Director, Teacher Education (218) 755-2775
Mankato State University Box 52 Mankato, Minnesota 56001	Dr. Duane Orr Dean, College of Education (507) 389-1215
Moorhead State University Moorhead, Minnesota 56560	Dr. Richard Jones Dean of Education (218) 236-2181
St. Cloud State University St. Cloud, Minnesota 56301	Dr. Kenneth Ames Dean, College of Education (612) 255-3023
Winona State University 139 Gildemeister Hall Winona, Minnesota 55987	Dr. Wesley Matson Dean, Department of Education (507) 457-2005

Appendix B
MGEMP-II Staff

Project Director:

Joseph Michel, science teacher, Richfield High School, Richfield, Minnesota

Course instructors:

James W. Anderson, Director, Department of Educational Administration, St. Cloud State University (Program Organization and Administration)

Lorraine Hertz, Gifted Education Coordinator, Minnesota State Department of Education (Curriculum Development)

Daniel P. Keating, Associate Professor, Institute of Child Development, University of Minnesota (Current Research)

Fern Wooten, Instructor, Mankato State University (Improvement of Instruction)

Roger Zimmerman, Professor of Education, Mankato State University (Practicum)

Evaluator:

Peggy A. House, Associate Professor, Department of Curriculum and Instruction, University of Minnesota

Guest speakers:

Joel Barker, futures consultant, Northern States Power Company

Robert Bonine, director, Northwest Area Foundation

Virginia Ehrlich, director, Project Astor, New York City

Themeo Ellis, principal, Carl Sandburg Junior High School, Robbinsdale

Zarm Geisenhoff, teacher, Minnesota Young Writers Project

James Grimmer, school psychologist, Richfield Public Schools

Arnold Henjum, director, Institute of Creative Study

Donna McCabe, teacher, Cluster Program, Litchfield

Joyce Olson, teacher, Project Odyssey, Osseo High School

Nancy Oyen, teacher, gifted education program, Chisago Lakes

Lynn Prom, director, Explore Program, Moorhead

Lee Renz, Professor of Educational Administration, St. Cloud State University

Appendix C
MGEMP-II Participants

Bemidji State University
- Nancy L. Anderson, Minneapolis
- Barbara M. Christensen, St. Paul
- Linda L. Johnson, Forest Lake
- Lorelee Yourd, Brainerd

Mankato State University
- Patricia V. Carey, Faribault
- Lawrence R. Crea, St. Paul
- Jeffrey R. DuFresne, Minneapolis
- Judy Galbraith, Bloomington
- Diane Heacox-Johnson, Minneapolis
- Delores Lennon-Paterson, St. Paul
- Jacqueline Mannering, St. Paul
- Vida J. Niedorf, St. Paul
- Jessica Wiley, Minneapolis
- James Winslow, Inver Grove Heights

Moorhead State University
- Janet Johnson, Breckenridge

St. Cloud State University
- Vicki Anderson, Minneapolis
- Diane Berthel, Minneapolis
- Charlotte A. Campion, Minneapolis
- Paula Greene, Chaska
- Gail Helvig, Mora
- Carol McCormick, Plymouth
- Diane Miller, Annandale
- Maryellen Stonberg, Burnsville

Winona State University
- Maureen Gharrity, Pine Island
- Ginger Juel, Rochester

APPENDIX D

COURSE DESCRIPTIONS

"TO DEVELOP THE POTENTIAL OF EACH, WHATEVER THAT POTENTIAL MAY BE, IS THE HIGHEST AIM OF EDUCATION"

WELCOME TO MGEMP Summer 1978

Introduction to MGEMP.

The MGEMP is part of a multi-state effort for improving programs for gifted and talented students in the State of Minnesota. This multi-state consortium includes Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin and is supported in part by a grant from the U.S. Office of Education, P.L. 93-380. This program endeavors to:

1. teach candidates techniques for educating both achieving and underachieving gifted/talented students -- techniques developed to meet the particular cognitive, affective and psychomotor needs of these students.

2. give candidates practicum experiences where some of these techniques may be observed and applied through student/teacher interactions.

3. train leadership personnel who could plan, implement and conduct local district or regional programs for gifted/talented students.

Advanced degree participants have been selected with the belief that they possess the potential to achieve the above objectives and complete an advanced degree/ program at one of the five state universities.

Practicum Phase of MGEMP

Practicum experiences will be provided in cooperation with several school districts, the Minneapolis Talented Youth Program and the Twin City Institute for Talented Youth. In this phase, candidates will participate as teaching team members, obtaining teaching and supportive experiences while working with a master teacher and other summer session staff from the cooperating school districts or other programs.

Participants in the MGEMP program would profit from experiences in the following area:

1. Observe talented teachers teaching lessons to gifted/talented students.

2. Assist local teachers in carrying out their goals for their course and the goals of the particular program.

3. Plan, develop and teach units, under the supervision of cooperating staff in agreement with stated goals and objectives.

4. Teaching experiences with gifted/talented students on an individual or group basis.

5. Perform some case studies on gifted/talented students, if possible.

6. Assist and/or do evaluation of gifted/talented students and programs.

Dr. Roger Zimmerman from Mankato will act as Practicum Supervisor, while Joe Michel is practicum liaison between MGEMP and the cooperating institutions/programs.

Classroom Phase of MGEMP

This phase of the program includes course work dealing with such topics as: Current Gifted Research, Curriculum Development for the Gifted and Talented, People and Program Evaluation, Utilization of People, Material and Money Resources, Thinking Models and Teaching Strategies. Staff from the State Universities, Mrs. Lorraine Hertz and other consultants will teach the indicated topics of this phase.

Enrichment Phase of MGEMP

Interaction of MGEMP participants have proven to be a very enriching learning experience. In addition afternoon and/or evening cultural/social activities can be planned. It is hoped that participants will take advantage of some of these opportunities to broaden their concept of giftedness, become exposed to diversity of talent and experience a variety of environments where gifts and talents may be expressed.

If you have specific desires or ideas, contact Joe Michel. The Guthrie, The Minnesota Institute of Science and the Minnesota Zoological Gardens are but a few possibilities.

With all of the above in mind, welcome to the MGEMP - 1978. May this prove to be a very enriching experience for all of us!!!

MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM - 1978

GIFTED		Monday	Tuesday	Wednesday	Thursday	Friday
June	a.m.		13 663(3) Curriculum Development	14 Curr. Devel. 9:00-11:30	15 Curr. Devel.	16 Curr. Devel.
	p.m.		Field Study 610(1)	Field Study 12:30-4:00	Field Study	Field Study
	a.m.	19 Practicum 660(4)	20 Practicum 8:00-12:00	21 Practicum	22 Practicum	23 Practicum
	p.m.	Curr. Devel. 663(3)	Curr. Devel. 1:00-3:30	Curr. Devel.	Curr. Devel.	Curr. Devel.
	a.m.	26 Practicum 8:00-12:00	27 Practicum	28 Practicum	29 Practicum	30 Practicum
	p.m.	Curr. Devel. 1:00-3:30 663(3)	Curr. Devel.	Curr. Devel.	Curr. Devel.	Curr. Devel.
July	a.m.	3 Practicum 8:00-12:00	4 Practicum	5 Practicum	6 Practicum	7 Practicum
	p.m.					
	a.m.	10 Practicum 8:00-12:00	11 Practicum	12 Practicum	13 Practicum	14 Practicum
	p.m.					
	a.m.	17 Practicum (Hertz)	18 Practicum	19 Practicum	20 Practicum	21 Practicum
	p.m.	IS: High Potential Student 591(3)	IS: Hi Poten. 1:00-4:30	IS: Hi Poten.	IS: Hi Poten.	IS: Hi Poten
	a.m.	24 Practicum (Hertz)	25 Practicum	26 Practicum	27 Practicum	28 Practicum
	p.m.	IS: Hi Poten. 1:00-4:30	IS: Hi Poten.	IS: Hi Poten.	IS: Hi Poten.	IS: Hi Poten
August	a.m.	31	1	2	3	4
	p.m.	Improvement of Instruction 602(4)	Impro. of Inst. 1:00-5:00	Imp. of Inst.	Imp. of Inst.	Impr. of Inst
	a.m.	7	8	9	10	11
	p.m.	Imp. of Inst. 1:00-5:00	Imp. of Inst.	Imp. of Inst.	Imp. of Inst.	Imp. of Inst

CURRICULUM DEVELOPMENT C.I. 663 (MANKATO)

or

CURRICULUM CONSTRUCTION ED. 603 (ST. CLOUD)

3 credits Instructor: Lorraine Hertz

June 13, 1978 - June 30, 1978

COURSE SYLLABUS *

June 13, 1978	Orientation, Practicum assignments, Materials, Pre-tests, Registration
June 14	Psychology of the Gifted
June 15	Status of Gifted Programs in State and Nation
June 16	The High Potential Student Program Design Seminar
June 19	Moorhead Program for the Gifted: Lynn Prom, Teacher Coordinator
June 20	Astor Program for Gifted Primary Students, New York City: Dr. Virginia Ehrlich, Director
June 21	Litchfield Cluster Program: Donna McCabe, teacher
June 22	MGEMP Programs
June 23	Chisago Lakes High Potential Program: Nancy Oyen, Teacher Coordinator
June 26	Project Odyssey, Osseo High School: Joyce Olson, teacher
June 27	Minnesota Young Writers Project and Senior Seminar in Humanities: Zarm Geisenhoff, teacher
June 28	Independent Study, Institute for Creative Studies, etc. Richfield: Joseph Michel, teacher and Dr. James Grimmer, school psychologist
June 29	Enriched Classes at Carl Sandburg Junior High, Robbinsdale: Themeo Ellis, principal
June 30	Completion of High Potential Student Program Design

* Classes will be held in Room 201, Bush Memorial Library, Hamline University (½ block east of Snelling Ave on Hewitt, St. Paul)

(Ed. 595)

ORGANIZATION AND ADMINISTRATION OF PROGRAMS
FOR GIFTED AND TALENTED STUDENTS

INSTRUCTOR: Dr. James W. Anderson
St. Cloud State University

I. COURSE OUTLINE

A. Funding Sources
   1. State Aids
      a. Foundation
      b. Categorical
   2. Private Funding Sources (Foundations)
   3. General Federal Grants
   4. Legislative Efforts (Historical)

B. Writing Proposals for Funds
   1. Federal Grant Proposals
   2. Foundation Grant Proposals

C. Job Description Development
   1. Proposed Program
   2. Administrator Interview
   3. Position Parameters
   4. Program Parameters
   5. Writing the Job Description
   6. The Program

D. Public Relations
   1. Community Information Program
   2. Faculty Information Sessions/Training
   3. Administrative Support
   4. Parent Involvement

E. Implementing the Program
   1. Change Problems
   2. Dealing with Change

F. Other Topics (Select from participants)

II. COURSE REQUIREMENTS

A. Development of a Job Description

B. Development of a List of Interview Questions

C. Interview with Supervising Administrator

D. Oral Report on Interview

E. Modifications in Proposed Program and the Job Description

F. Oral Report on Modified Program and Job Description

C & I 602-4

Improvement of Instruction
(Gifted Education)
Summer Session II, 1978

Course Requirements

I. Complete a Curriculum Project in an area of your choice at either the elementary or secondary level which will be beneficial in teaching gifted children.

   A. Implement Creative Approaches for:
      1. Development of Contracts
      2. Units of Study
      3. Teaching Strategies
      4. Evaluation Techniques

II. Construct and contribute two innovative enrichment suggestions which will be incorporated into an Activities Catalogue for gifted and distributed to each class member.

   A. Each suggestion should include:
      1. Purpose
      2. Basic Idea
      3. Suggested Plan or Procedure
      4. Materials needed

III. Prepare and give an oral presentation on one of the following topics: (Please incorporate all important concepts from our text or from Classroom Questions by Sanders)

   A. Content Modification
      1. Mathematics for Gifted
      2. Social Studies for Gifted
      3. Science for Gifted
      4. Language Arts for Gifted

   B. Stimulation of Productive Thinking
      1. Problem Solving Strategies for the Gifted
      2. Creativity in the Gifted

   C. Special Problem Areas
      1. Gifted Underachievers
      2. The Culturally Different Gifted

   D. Classification of Questions
      1. Memory
      2. Translation
      3. Interpretation
      4. Application
      5. Analysis
      6. Synthesis

   E. Other: Please identify special areas of interest.

IV. Final Examination

Improvement of Instruction
C & I 602-4
(Education of the Gifted)
Summer Session II, 1978

Course Syllabus

Monday, July 31, 1978	Registration, Orientation, Organization, and Group Planning. A description of an educational experiment for gifted at Northern Illinois University.
Tuesday, August 1, 1978	Independent Study - An Alternative Teaching Strategy (advantages and disadvantages)
Wednesday, August 2, 1978	Implementation of Teaching Strategies in a Special Program for Gifted at the University of Minnesota - Morris. Dr. Arnold Hinjum, Director.
Thursday, August 3, 1978	A Review and Discussion of the Laws of Learning and How Their Implementation Results in Successful Teaching of the Gifted Child.
Friday, August 4, 1978	Inquiry and Problem Solving Strategies for the Gifted. Hilda Taba Strategies.
Monday, August 7, 1978	Review, Discussion and Demonstration of the Following Guided Discovery Teaching Strategies: A. Group Thinking B. Socratic Questioning C. Pattern Searching D. Laboratory Approach
Tuesday, August 8, 1978	Individualizing Instruction and the Implementation of Learning Stations.
Wednesday, August 9, 1978	Cultivating Creativity as a Teaching Strategy.
Thursday, August 10, 1978	Content Modification for the Gifted. Mathematics, Science, Social Studies, Language Arts, etc.
Friday, August 11, 1978	Giftedness Among the Culturally Different. Identification and Nurturence.

The following topics will be incorporated into the curriculum as the course progresses:

Taxonomic Approach to the Teaching Learning Process:
- A. Bloom - Cognitive Domain
- B. Krathwohl - Affective Domain
- C. Sanders - Classroom Questions

Dealing with Gifted Underachievers

IMPROVEMENT OF INSTRUCTION

(Education of the Gifted)
C & I 602-4
Summer Session II, 1978

COURSE CALENDAR

Monday, July 31, 1978	Tuesday, Aug. 1, 1978	Wednesday, Aug. 2, 1978	Thursday, Aug. 3, 1978	Friday, Aug. 4, 1978
Course Registration, Orientation, Organization, and Group Planning	Independent Study "Understanding Gifted"	Implementation of Teaching Strategies in a Special Program for the Gifted at the Univ. of MN - Morris, Dr. Arnold Hinjum, Dir.	Laws of Learning and Their Implementation "I Walk Away in the Rain"	Inquiry and Problem Solving Strategies
Monday, Aug. 7, 1978	**Tuesday, Aug. 8, 1978**	**Wednesday, Aug. 9, 1978**	**Thursday, Aug. 10, 1978**	**Friday, Aug. 11, 1978**
Guided Discovery Teaching Strategies (Group Thinking, Socratic Questioning, Pattern Searching Laboratory) "Bright Boy, Bad Scholar"	Individualizing Instruction and the Implementation of Learning Stations	Cultivating Creativity "Dramatic Play"	Content Modification (Math, Science, Social Studies, Etc.)	Giftedness Among Culturally Different RAFE

PRACTICUM

General Directions

There is a set of questions and/or directions for each of the first four weeks of the practicum. I would like you to respond in writing to each item.

Please identify the item to which you are responding by giving its numeral or letter. This is not intended to be a lengthy report. You may well complete it on one side of a sheet of paper. Do Not go beyond both sides of a single sheet of paper. The report for each week is due on Friday. Please turn it in at the start of your afternoon session.

You will be asked to conduct a mini case study as a project during the first four weeks of your practicum experience. Please complete that on the form that is included with this material. Please turn in your completed case study at the start of your afternoon session on Wednesday, July 12th.

You will note that there is little or nothing in these materials that requires you to teach students. This is because you may be in a situation where actual teaching opportunities are minimal. We do urge you to become involved in the teaching if at all possible. Please briefly describe your teaching at the end of each weekly report.

PRACTICUM

Week of June 19-23

1. Become acquainted with your teacher(s)
   A. Name(s)
   B. His/her past experience working with gifted/talented (G/T) students
   C. Her/his position during the past academic year

2. Become acquainted with your school
   A. Administrator(s)
   B. School is funded by . . .
   C. Purposes for conducting a summer program

3. Become acquainted with the program in your situation.
   A. Topics of study
   B. Overall goals of the various topics
      1. Do the goals relate to the goals of the school? Give an example.
      2. How were the goals selected? Was there student involvement?
      3. Which goals seem particularly appropriate for G/T students?

4. Begin getting acquainted with the students in your situation.
   A. Without checking into records of past performance, which students seem to you to best fit the description "gifted/talented"? Select 3 to 5 and explain.
   B. How were students selected for this summer program?

5. Try to determine the extent of your "teaching" opportunities during the practicum.
   A. Will you be able to teach the whole group at times?
   B. Will you be teaching only small groups and/or individuals?
   C. Will your participation be limited to observations?

6. General statement on the week in your school.
   (successes, failures, things that excite you, disappointments, etc., include any opportunities you had to work with G/T children)

Week of June 26-30

1. Using any available sources of information, and continued observation, determine how many students in your group fit the definition of G/T.
   A. Name them
   B. Which of the students you selected last week as G/T are in this group? Which are not? Why?

2. The following is a list of areas in which G/T students may excel. Look for examples in your situation. Name the student and give your reason for selecting that person. (p. 10 Gallagher)
   A. General intellectual ability
      Name:
      Reason:
   B. Specific academic aptitude
      Name:
      Reason:
   C. Creative or productive thinking
      Name:
      Reason:
   D. Leadership ability
      Name:
      Reason:

E. Visual and performing arts
Name:
Reason:
F. Psychomotor ability
Name:
Reason:

3. Are there any "very high ability" students in your situation? This suggests the student who is 1 in 100,000. Describe this person briefly.

4. Look for highly creative children in your situation. Name them. On what basis did you select them? Describe one of these people briefly.

5. Look for an example of "Teaching for Discovery". Briefly describe what went on.

6. What other problem solving strategies did you see?

7. Open comments on the week (include any opportunities to work with G/T children).

Week of July 3-7

1. Look at Table 3-1 on page 68 in Gallagher. Look for those characteristics in children. Did any of the suggested problems develop? Give examples.

2. Consider the program in your school. Report changes made in the following areas to accommodate G/T children. If there has been no change, write a suggestion for change in each area.
A. Content
B. Method of presentation
C. Nature of the learning environment

3. Use one of the following as a guide to observation.
A. Guilford's intellectual operations (pp. 238-239 of Gallagher)
B. Williams' dimension three (p. 256 of Gallagher)
C. Bloom's taxonomy (the six major categories)
Select one of the three above. Look for teacher behavior to elicit student response at each level of the system you select. Report the teacher behavior and the student response.

4. Open comments (including any actual teaching you did with gifted talented children).

Week of July 10-14

1. What affective objectives have been evident during these weeks? Classify them according to Williams or Krathwohl.

2. Which affective goals are particularly appropriate for G/T children? Why?

3. Who are the G/T underachievers in your group? What has been done to reach them? Are there learning disabilities involved?

4. Who are the culturally different children in your group? What modifications have been made to enhance their learning?

5. Open comments - (include any actual teaching you did with G/T children).

PRACTICUM ASSIGNMENTS - MGEMP - 1978

LOCATION	MASTER TEACHERS(S)		MGEMP INTERN
Twin City Institute for Talented Youth			
Macalester College, Charles Caruson, Director			
Japanese Language & Culture	Aiko Fisher		Diane Miller
Twin City Network	Gary Parker		Delores Lennon-Patterson
Scientography	Ivan Kalman		Maryellen Stoneberg
	Gene Epstein		Vida Niedorf
	Bob Wolfe		
Theater Workshop	Roger DeClercq		Diane Berthel
Mathematics	Ed Anderson		Jacqueline Mannering
	Ken Jones		Charlotte Campion
	Kay Mellander		
	John Kunz		
Field Biology	Al Jones		
	Jerry Wagner		Jim Winslow
Minneapolis Talented Youth Program			
Ann Peterson, Coordinator			
Seward Elem. School, Dean Hyland, Prin.			
Arts in Education	Becky Yarlott		Lori Yourd
Theater	Jeanne Doolittle		Lori Yourd
Poetry/Writing	Sandra Stone		Carol McCormick
Puppets, Masks & Video	Janine Walker		Carol McCormick
Franklin Jr. H.S., Dick Anderson, Prin.			
Computer Programing	Dave Weutzel		Barbara Christensen
			Maureen Gharrity
White Bear Lake School District			
Don Pippiu, S.S. Director			
Lakeaires Elem. School, Carl Funk, Prin.			
General Enrichment	Bill Schissel	Mike MacDonald	Jessica Wiley
	Marge Nelson	Laura Kinney	Linda Lee Johnson
	Al Hilderman		

LOCATION	MASTER TEACHERS(S)		MGEMP INTERN
Richfield Public Schools			
Dennis Laingen, S.S. Director			
Woodlake Nature Center			
Outdoor Science	Randy Hughes	Ron Larson	Larry Crea
	Ann Siegford	Mike McGraw	Nancy Anderson
	Marjorie Benjamin	Bob Nelson	Janet Johnson
	Mel Jackola	Duane Peterson	Pat Carey
			Diane Johnson-Heacox
Elliot Elementary School			
Creative Drama	Linda Bergherr		Pat Carey
Creative Writing	Terry Robinson		Nancy Anderson
West Jr. H.S.			
Computer Science	Lori Roberts		Janet Johnson
Rosemount School District			
Robert Keeton, S.S. Director			
Valley Middle School			
Logic	Joan Martin		Jeff DuFresne
Reading Theater	Nancy Fritzke		Jeff DuFresne
Creative Math & Creative Reading	Carol Gill		Gail Helvig
Beginning Spanish	Fred Mackamen		Ginger Juel
Art	Roger McGaughey		Paula Green
St. Paul Public Schools			
Hamline QUEST Program	Lorraine Potuzak		Judy Galbraith
Forest Lake Schools			
Forest Lake Elem., Larry Carlson, Principal	- - - - - - -		Vicki Anderson

Practicum Coordinators: Lorraine Hertz
Joseph Michel

Practicum Supervisors: Dr. Roger Zimmerman
Joseph Michel
Lorraine Hertz

COURSE PROJECT

Mini Case Study

Select a G/T student to whom you will give some special attention during your time at the school. Use the following format to complete your case study. (Due on July 12th)

To be completed in the 1st week

Initial observation - impressions

Characteristics of this student that "experts" say are indicative of giftedness

Available evidence as the case study begins (tests, grades, teacher reports, etc.)

Particular strengths of this student - give supporting evidence

Particular areas in which this student needs to improve - give supporting evidence

Describe the different sources you used to gain information about the student during this case study.

Describe any specific work you did with this student.

To be completed in the last week

Final observation - impression

Characteristics of this student that "experts" say are indicative of giftedness

Recommendations - Write these as though you were really going to give them to the student's next teacher(s), parents, or to whomever else you would wish to give them.

APPENDIX E

COMMUNICATIONS

Joseph B. Michel
Project Director

Lorraine Hertz
Gifted Education Coordinator

MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM

641 Capitol Square
St. Paul, Minnesota 55101
612-296-4072

DR. WILLARD BORNSCHLEGEL
DIRECTOR, TEACHER EDUCATION
BEMIDJI STATE UNIVERSITY
Education-Art Building
Bemidji, Minnesota 56601
(218) 755-2775

DR. DUANE ORR
DEAN, COLLEGE OF EDUCATION
MANKATO STATE UNIVERSITY
Box 52
Mankato, Minnesota 56001
(507) 389-1215

DR. RICHARD JONES
DEAN OF EDUCATION
MOORHEAD STATE UNIVERSITY
Moorhead, Minnesota 56560
(218) 236-2181

DR. KENNETH AMES
DEAN, COLLEGE OF EDUCATION
ST. CLOUD STATE UNIVERSITY
St. Cloud, Minnesota 56301
(612) 255-3023

DR. WESLEY MATSON
DEAN, DEPARTMENT OF EDUCATION
WINONA STATE UNIVERSITY
139 Gildemeister Hall
Winona, Minnesota 55987
(507) 457-2005

A program of graduate education to prepare potential leaders in the area of gifted and talented elementary and secondary education is being provided under a federal grant from the U.S. Office of Education. The Minnesota State Department of Education is coordinating the program in cooperation with the state universities of Bemidji, Mankato, Moorhead, St. Cloud and Winona.

The Minnesota Gifted Education Master's Program will be housed at Hamline University, St. Paul from June 13 - August 19, 1978. The state universities will grant 15 quarter credits for the summer's work which includes course work and practicum. Each candidate will complete the remaining credits of course work leading to a Master's Degree or Specialist Degree* with one of the participating state universities. Completion within three years is strongly encouraged.

Stipends totalling $450 each will be awarded to 25 candidates upon the successful completion of summer course work. These stipend payments will be made periodically during the duration of the program.

A panel of the Minnesota State Advisory Committee for the Gifted will select candidates using the following criteria:

1. Demonstrated experience with gifted students in school or community projects or workshop attendance.
2. A minimum of one year's teaching experience is preferred.
3. Professional promise as assessed from the application information.
4. Nonacademic attributes.

Preference will be given to candidates under contract for the 1978-79 school year in order to insure that they can make use of their training immediately.

The Application Form, two recommendation forms, and a transcript of all college credits earned must be received by March 3, 1978. Applicants will be notified of their selection on or about April 3, 1978.

* Applicants who hold an earned Master's Degree may be considered for acceptance to a Specialist Degree Program only through Mankato State University and St. Cloud State University.

Course work to be completed during the summer program will include:

1. Practicum (4 credits)
   Intern with a master teacher in one of these two programs:
   Minneapolis Talented Youth Program (elementary)
   Twin City Institute for Talented Youth (secondary)
2. Curriculum Development for Gifted & Talented Students (3 credits)
3. Current Research in Gifted & Talented Education (1 credit)
4. Organization & Administration of Gifted & Talented Programs (3 credits)
5. Teaching Strategies in the Area of Gifted & Talented Education (4 credits)

The summer session staff will include the following educators: Dr. James W. Anderson, Chairman of the Department of Educational Administration at St. Cloud State University; Lorraine Hertz, Coordinator of Gifted Education, Minnesota State Department of Education; Dr. Daniel Keating, Associate Professor, Institute of Child Development, University of Minnesota; Joseph Michel, Science Teacher, Richfield High School; and Dr. Roger Zimmerman, Professor of Education, Mankato State University.

Tuition for summer session is $23/credit and required class time is twelve hours per credit. It is the responsibility of each candidate accepted in the Minnesota Gifted Education Master's Program to follow regular procedures for admission to the participating graduate school of his or her choice. The candidate will be responsible for contacting the appropriate state university dean or director of education (see left hand column on first page) in order to develop a graduate program to meet his or her individual needs.

MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM

641 Capitol Square
St. Paul, Minnesota 55101
612-296-4072

Application Form

1. Name (please print):_____

2. Address:_____ 3. Phone:( )_____

_____ Zip_____

4. Date of birth:_____

5. Indicate Minnesota State University you have chosen for your graduate studies:_____

6. Check your status at you chosen state university:

_____a. Currently enrolled
_____b. Admitted but not yet enrolled
_____c. Applied but not yet admitted
_____d. Haven't yet applied

7. List in reverse chronological order all institutions of higher education from which you have received credit:

College	Location	Date of Attendance	Degree

8. Significant extra-curricular activities engaged in while in college:

9. Honors received (scholarship, membership in honorary or professional societies, special awards and other professional recognition):

10. List in reverse chronological order your classroom teaching experience:

School	Location	Grade level, subject, special class	Dates

11. Volunteer activity or paid employment in non-teaching service to children (preferably, but not necessarily the gifted and talented):

12. Describe briefly your past teaching experience, if any, with the gifted and talented:

13. Other work experiences, including military, not included above:

14. References: List the two persons to whom you have sent the required recommendation forms (enclosed).

	Name	Position	Address
1.			
2.			

15. Have you ever produced or performed something that made you proud of yourself? It could be an essay, research report, philosophic treatise, thesis, poem, sonata, painting, sculpture, novel, an act of kindness, compassion, sensitivity, etc. If it is the kind of thing that can be enclosed with this application, please enclose it. Otherwise, describe it on a separate page.

16. On a separate page(s), write the kind of self-description that would make you distinguishable in a crowd. Emphasize your own special "trademark," the aspects of yourself that make you unique -- not necessarily superior -- compared to everybody else. It could relate to matters intellectual, social, ethical, physical, or esthetic.

17. Personal Essay. On a separate page(s), describe your career objectives, how your past experiences and aptitudes have led to them, and how the graduate program for which you are applying will help you attain them.

18. Is there any information in addition to your academic record, letters of recommendation, and the responses you have given on this application, that will demonstrate your real potential as a classroom teacher, resource teacher, administrator, teacher educator, or curriculum specialist in the education of the gifted? If so, provide that information on a separate page(s).

Signature of applicant _____

MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM

641 Capitol Square
St. Paul, Minnesota 55101
612-296-4072

Confidential Recommendation Form

A. To the Applicant:

This form should be given to a professor under whom you have studied who is able to comment on your qualifications for graduate study. If you have been away from an academic institution for some time, this form may be given to some other person who is able to comment on your academic or professional qualifications or promise. For the convenience of the person completing the form, you should include a stamped envelope addressed to Lorraine Hertz, 641 Capitol Square, St. Paul, Minnesota 55101.

Your name: _____

Your address: _____

Degree sought: _____

State university to which you are applying: _____

Area of specialization: _____

Name of person who will complete this form: _____

B. To the person completing this recommendation:

I. Please rate the applicant in comparison with others of his/her age and position whom you have known: (rate those traits that apply and of which you have knowledge)

	Top 1% or 2%	Top 10% but not upper 1% or 2%	Top 25% but not upper 10%	Upper half but not upper 25%	Lower half	No Basis for Judgment
Intellectual ability						
Range of general knowledge						
Ability to express oneself orally						
Ability to express oneself in writing						
Performance as a teacher						
Ability to work with colleagues						
Potential as an administrator						
General leadership qualities						

II. Check no more than eight of the following traits that best describe the candidate:

egotistical	incompetent	rigid
insightful	adaptable	brilliant
innovative	honest	capable
inspiring	compassionate	friendly
responsible	resourceful	zany
clear thinking	self-confident	scholarly
offbeat ideas	talented	shy
mature	task-oriented	cautious
deliberate	motivated	quiet
conventional	active	practical
argumentative	inconsiderate	lazy
slipshod	prejudiced	opinionated

III. Please make personal comments about the candidate's qualifications.

Please return to:
Lorraine Hertz
Coordinator of Gifted Education
State Dept. of Education
641 Capitol Square
St. Paul, MN 55101

Signed_____

Title_____

Institution _____

Date_____

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

Phone: _____

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March 31,

Dear Colleague:

Congratulations, you are among those who have been chosen to participate in the Minnesota Gifted Education Master's Program - 1978. After preliminary screening and selection by the MGEMP Advisory Committee the recommended participants' applications were sent to the respective State Universities for their consideration. The State University of your choice has concurred with your qualifications and has indicated their acceptance of you into the program. Would you please be sure that you make contact with the State University of your choice regarding admission to their graduate program? This should be taken care of before the commencement of the program June 14, 1978.

We had an impressive response this year from teachers all over the state of Minnesota and many outstanding teachers applied. That you were chosen as a participant is an achievement which places you among the few teachers who will have prepared themselves to meet the needs of gifted and talented students in their classrooms and schools.

We are pleased to have you join us and an excellent staff this coming summer. It is our hope that you will find your experiences worthwhile and enjoyable. More specific information regarding the summer program will be forthcoming in the future.

Cordially yours,

Joseph B. Michel
J. B.

Joseph B. Michel, Director
Minnesota Gifted Education Master's Program

Lorraine Hertz

Lorraine Hertz, Coordinator
Education of the Gifted

JBM:LH:pmj

AN EQUAL OPPORTUNITY EMPLOYER

INFORMATION FOR MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM CANDIDATES

1. All 25 candidates are to meet for registration and first class at:

   9:00 a.m.
   Tuesday, June 13, 1978
   Hamline University
   Bush Memorial Library - Room 201
   Hewitt Ave. (about half a block east of Snelling Ave.)
   St. Paul, MN 55104

2. Register for graduate credit with St. Cloud State University of Mankato State University for the summer sessions (15 credits). Registration forms will be provided on June 13th.

3. Be prepared to pay tuition $109.20 on June 13 (8 credits @ $13.65/credit) and $95.55 on July 17 (7 credits @ $13.65/credit).

4. Complete Minnesota State Department form (available at course) to receive stipends. You will receive stipends of $150 each ($450 total). Because of usual processing time you will receive your checks about June 30, July 21, and August 11.

5. Consult Joe Michel, Program Director (854-7846), concerning any questions, problems, planned absences, etc.

6. Report to Master Teacher during Practicum June 19 - July 28th, 8 a.m. - 12:00 p.m. every week day except July 4th.

7. Refer to attached schedule for course meeting times.

8. Allow time for some afternoon and/or evening cultural activities if possible. This is optional. However, it is hoped that you will take advantage of some of these opportunities to broaden your concept of giftedness.

9. Call or write Jack K. Johnson, Associate Dean of the College and Director of Summer Programs, Hamline University, St. Paul, Minnesota 55104 (612-641-2205) about any questions regarding housing or food service.

10. Purchase required texts (25 copies of each will be available June 13th) or bring your own if you already have some of them.

    A. Gallagher, James W. Teaching the Gifted Child. Boston: Allyn and Bacon, Incl, 1976, $15.95.

    B. J.C. Stanley, W.C. George, C.H. Solario, editors, The Gifted & the Creative. Baltimore: Johns Hopkins University Press, Maryland 21218, $4.95.

    C. Kaplan, Sandra. Providing Programs for Gifted and Talented - A Handbook (including worksheets and models). LTI Publications, Ventura County, Superintendent of Schools, County Office Building, Ventura, California 93001, 1977, $6.45.

Total $27.35

Minnesota State Department of Education
Capitol Square ☐ 550 Cedar Street ☐ St. Paul, Minnesota 55101

Phone: _____

August 3, 1978

Dear Master Teacher:

We would like to express our sincere appreciation for your serving as a Master Teacher for an intern in the Minnesota Gifted Education Master's Program. Your willingness to assume this role has helped these individuals to become aware of a variety of teaching strategies and observe a diversity of student motivations and abilities.

You will receive a small honorarium to express our thanks for your efforts. In situations where more than one master teacher is involved, a $5 honorarium is provided for each master teacher.

If this program is funded for next summer we hope you will give us the opportunity to place another intern with you.

Sincerely yours,

Lorraine Hertz

Lorraine Hertz
Gifted Education Specialist

Joseph Michel (L.H.)

Joseph B. Michel
MGEMP Director and
Practicum Liaison

LH:JBM:pmj

AN EQUAL OPPORTUNITY EMPLOYER

MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM

641 Capitol Square
St. Paul, Minnesota 55101
612-296-4072

June 6, 1978

Dear Minnesota GEM:

Our wonderful federal government has agreed to fund our MGEMP for the third year, 1978-1978. Of course we are delighted,but, as might be expected, we need to do some follow-up work with that MARVELOUS 1977 MGEMP bunch. Please respond to these questions and return to me before June 30.

The Advisory Committee is going to sponsor Summer Forums for Gifted Education during July and August so that parents and teachers who feel more help ($) is needed for educating high potential youngsters can attend a meeting and voice their opinions. Please do everything you can to attend one near you and bring as many parents as you can pack into one or two buses!

See you this summer!

Lorraine

Lorraine

LH:pmj
Enclosures

MINNESOTA GIFTED EDUCATION MASTER'S PROGRAM

641 Capitol Square
St. Paul, Minnesota 55101
612-296-4072

MGEMP FOLLOW-UP QUESTIONNAIRE

1. Teaching duties during 1977-78
   School: _____
   Grade and/or subjects: _____
   Nature of responsibilities _____
   _____
   _____

2. Credits earned since the MGEMP program: _____ State University: _____

3. Educational plans for 1978 summer _____
   _____

4. What was your involvement with gifted eudcation during 1977-78? _____
   _____

5. How did the MGEMP influence your teaching and other professional activities this past year?
   _____
   _____
   _____

7. What modifications in the MGEMP do you recommend for the 1978 program?
   _____
   _____
   _____

8. Other comments:
   _____
   _____
   _____
   _____